DOCUMENT RESUME

ED 305 865 HE 022 403

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TITLE International Education and School Reform: Where Do We Go From Here?
PUB DATE 12 Apr 89
NOTE 5p.; Paper presented at the National Governor's Association Conference, "Beyond Our Borders" (New Brunswick, NJ, April 11-12, 1989).
PUB TYPE Speeches/Conference Papers (150) -- Viewpoints (120)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Cross Cultural Studies; *Educational Change; Futures (of Society); *Global Approach; Higher Education; Improvement; International Cooperation; *International Education; *Literacy; Long Range Planning; World Affairs
IDENTIFIERS Strategic Planning

ABSTRACT

Future directions for international education and school reform are discussed, noting ways in which assumptions about the need for global literacy and proposed policies fit into the nationwide school reform movement. Imperatives include national security, economic competitiveness, environmental interdependence, the increasing ethnic and religious diversity of towns and schools, and peaceful, respectful relations between nations. Some of the important principles mentioned are: international education should be pervasive throughout the curriculum; it must be paired with multicultural education and foreign languages; teachers must be involved and empowered; and people must learn from one another and continue productive discussions. Suggestions for a timetable for global literacy for all students by the year 2000 include the following: by 1990 increase to 50 the number of states with a mandate for international education; by 1991 convene a state level Governor's summit conference on international education in each state; by 1992 convene a governor's national summit conference to assess progress; by 1993 publish each state's long-range strategic plan for international education to the year 2000 and beyond; by 1994 prepare recommendations for legislative appropriations in support of each state's plan; and from 1995 to 1999 use the knowledge and plans produced to develop a year by year schedule and to complete the actions recommended by the National Governor's Association. (SM)

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"International Education and School Reform: Where Do We Go From Here?"

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Introduction

Yesterday, Governor Kean charged us to consider our "Mission Impossible" assignment, to use our talents to identify the goals and assumptions related to the press for international education; to decide what should be included and what form it should take, being conscious of Queen Isabella's motto, Plus Altra, "there is more beyond"; to consider how decision-makers at all levels can turn principle into policy, and policy into practice; and to be conscious at all times of the place these efforts to instill global literacy have in the "choir of educational reform."

The various panel discussions and speakers, and their handouts, have given us summaries of the recent history of international education, case examples, perspectives on curriculum content and goals, the role of language instruction in bridging countries and cultures, philosophical choices, and the potential for leaders in different roles to implement model programs.

The discussion this morning about the California International Studies Project was not only informative, but timely. Today's The New York Times carries a front-page story about it. And, as always, Harlan Cleveland was masterful in engaging our minds to think more deeply about our concerns.

Now it is time to discuss next steps and future directions. We have reviewed assumptions about the need for global literacy; the question now is how do these assumptions and proposed policies fit into the nation-wide school reform movement?

We know the imperatives, and at the core they are not new. They just keep increasing. National security is an imperative; economic competitiveness is an imperative; environmental interdependence is an imperative; the increasing ethnic and religious diversity of our towns and schools is an imperative; the fact that many of our citizens will work for foreign-owned global firms is an imperative; the fact that even small businesses in this country must deal with international trade, currency, and products is an imperative; the fact that our college graduates will likely be supervised by or will supervise persons of different ethnic and nationality groups is an imperative; and, yes, peaceful, respectful relations between nations is an imperative.

Invited presentation at "Beyond Our Borders," a conference (New Brunswick, April 11 and 12, 1989) on international education and school reform sponsored by the National Governors' Association and hosted by New Jersey Governor Tom Kean, Chairman of the NGA Task Force on International Education. This presentation introduced and concluded the Conference's final panel, which included Governor Kean; Marc Tucker, President of the National Center on Education and the Economy, and Professor of Education at the University of Rochester; and Graham Down, Executive Director of the Council for Basic Education. The author wishes to thank Marla Ucelli, Special Assistant to Governor Kean, Diane Burke of the New Jersey Division of International Trade, Joan Borum of Educational Testing Service, Professor Edward Williams of Kean College, Professor Walter Brown of Ramapo College, and Professor Clifford Peterson of Ramapo College for helping develop the ideas in this paper.

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We have heard many good ideas for responding to these imperatives in our role as educator or policy-maker. Let's not leave those ideas in the Minutes. Instead, let's formulate them for action.

But how do we do that? The National Governors' Association report includes specific objectives and conclusions. In particular, it recommends that Governors develop strategic plans for international education at all educational levels; create coalitions of educators, business leaders, and government officials; promote the alignment of initiatives in curriculum, instruction, and assessment; use the "bully pulpit" to promote international education, and remain responsive to the changing needs in international education.

But how do we do <u>that</u>? Do we emphasize process or content; skills or concepts, current courses or new and specialized curricula? How should we use interactive computing and telecommunications to connect schools, colleges, and businesses in this country, and make connections with educational partners in other regions of the world? How do we ensure that an emphasis on global literacy doesn't fan the flames of romance about a foreign culture, but ignore the diversity in our own communities? How do we provide the necessary preparation for current and future teachers? How do we encourage teacher involvement in study and travel in non-Western as well as in Western areas of the world? Of what use is language study in high school if students don't have the opportunity to use the language? Which languages should we choose to teach - those important to our state's economic development and international trade strategy, or those chosen because of area populations? In which case will students have the greater opportunity to use their language proficiency?

How can we be sure that we don't confuse global literacy and the kind of value-void acceptance of ideology described by Diane Ravitch? How can we balance the goals of global literacy and the need for basic skills, two essential ingredients of reform which are sometimes thought to be in opposition: with international studies for the suburban elite and basic skills for the urban poor? Can't both needs be tied to the goals of raising student aspirations, reducing attrition, and improving attainment? Finally, how can we maintain the momentum for both international education <u>and</u> school improvement even after we have a Governor like Tom Kean in New Jersey?

These questions are serious. They are meant neither to confuse nor deny the work of the previous sessions. And you have the answers. So let's settle on one question for now, and hear from our panel members. Then I will conclude the presentation and ask for your questions.

The question I leave with you and our panel is this. What "bold vision" and goal for global literacy should we set for the year 2000? What should be our "Man on the Moon?"

<u>Conclusion</u>

In conclusion, I will summarize several of the principles that have been expressed and assumed in the presentations we have heard and materials we have read. Next, I will summarize a set of actions which build on the National Governors' Association report and the presentations at this conference, with a dose of Ramapo College thrown in. While these may not add up to a "Man on the Moon" goal, I hope they will be both sufficiently infused with vision and specificity to actually make a difference.

The principles expressed are these:

1. International education should be pervasive throughout the curriculum, not separate and precious. It is basic education and can be part of the basic skills program.

2. International education must be paired with multicultural education. Too often international education is thought of as the distant view of foreign lands and peoples; we need also to look at the diversity of peoples, foods, and religions nearby.

3. International education must be paired with foreign languages. We cannot put ourselves in another's place if we cannot express his thoughts.

4. Use the "economic competitiveness" imperative, but don't overuse it. We want to prepare "citizens," but we don't want to be naive in doing so.

5. Don't ignore our own civic and democratic values and heritage; don't suspend judgment and critical thinking, but be knowledgeable enough to avoid unnecessary conflict.

6. Involve and empower teachers. The education reform movement is trying to give more authority to teachers. We should not ignore that. Teachers must be centrally involved in curriculum, instructional, and assessment design.

7. Do not create new state mandates and regulations. Use the impetus of leaders and incentives to inspire the attainment of global literacy.

8. Learn from each other. Continue the discussions begun here. Urge and support the continued leadership role of the National Governors' Association in international education.

Recommendations

After reading and listening to you, I would offer the following suggestions. The national Governors' Association report provides an excellent starting point. It has identified the policy- and decision-makers, and numerous examples of state, school, and college actions to incorporate global literacy into our schools. Diane Ravitch has also identified specific suggestions, including the need for states to set standards for teacher education, qualifications, and continuing education. Curriculum and text book standards and expectations must also be expressed and assessed. Model programs, such as California's International Studies Programs, and New Jersey's proposed "lighthouse projects," featuring school - college - corporation collaboration, and "Talent Bank" of international experts and areas of expertise for educators and corporate leaders, should be encouraged.

Even more specifically, we should include teachers and student teachers on trade missions to add to their international experience; increase the number of international students studying at our high schools and colleges; use the example of successful school - college collaborations working to assist urban schools in addressing issues of basic skills and retention to assist area schools in advancing global literacy through shared resources, including telecommunications.

For all this, we must set specific goals, and include teachers in the process. Why should teachers change the curriculum once again if they have had no voice in its reform?

Just as the European countries are using 1992 as a target for specific educational goals, we could select the year 2000, and set goals for foreign language proficiency for high school graduation, college admission, and the baccalaureate degree.

Each state could set a goal for curriculum development comparable to the objectives of the California International Studies Project. The money exists; it is a matter of priorities.

Finally, we can each agree to a personal goal: that we will work to make global literacy so pervasive that the term "education" will automatically be thought to mean international education.

So let's suggest a timetable for our goals: global literacy for all students by the year 2000.

By 1990 - Increase from 34 to 50 the number of states with a mandate for international education which leaves to teachers how to do it. Also, each Governor agrees to include at least one teacher or prospective teacher on a trade mission to another country. The National Governor's Association should appoint a global literacy coordinator.

By 1991 - Convene a state-level Governor's summit conference on international education in each state using the Virginia Conference as a model. Produce a state handbook of existing international programs and resources (using the Pennsylvania Model). Use these state-level summit conferences to develop the agenda for action in each state. Appoint a state-level international education coordinator to encourage collaboration among primary, secondary, and tertiary level educators.

By 1992 - Convene a Governors' National Summit Conference to assess progress. Create state-wide then nation-wide international education, electronic mail networks to improve communications among educators, government officials and business leaders concerned with global literacy, and use these linkages to create a national network.

By 1993 - Publish each state's long-range strategic plan for international education to the year 2000 and beyond.

By 1994 - Prepare recommendations for legislative appropriations in support of each state's plan.

From 1995 - 1999 - Use the knowledge, plans and linkages created to develop a year by year schedule to complete the actions recommended by the National Governors' Association concerning teacher education and reeducation; curricula development, including foreign languages; instructional materials, and assessment methods.

Finally, by the year 2000, with these patient but thoughtful steps, we can hope to have schools which prepare globally literate students, and we can reach that time when the term "education" is synonymous with "international education".

The Governors have focussed our attention and pledged their support. Now it is up to us to act.

Thank you.

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